

Goal - Establish appropriate standards of behavior and a productive learning environment for all students by limiting behavior incidents that interfere with instruction or other's opportunity to learn. Students will increase academic engagement while decreasing disruptive behaviors, specifically in the whole group setting.

Initial Summary - Will work to improve managing classroom behaviors (specifically with select group within classroom). Student behaviors have been resulting in many disruptive moments and requiring a lot of teacher attention thus negatively effecting student learning and instruction. Through classroom modifications and discussions with mentor and administration I will implement a variety of strategies to help alleviate disruptive behaviors in the classroom, which will return result in more learning and instruction time.

In setting out to accomplish my goal of decreasing disruptive behaviors in order to increase academic engagement I first began by brainstorming with my mentor and reviewing the CCT Performance Profile. We discussed my current practice and my concern that student behavior was interfering with instruction or other's opportunity to learn. I additionally felt that classroom rules, specifically those for the whole group setting were limited and inconsistent and additionally consequences were also inconsistent. We decided to specifically focus on limiting behavior incident that interfere with instruction or other's opportunity to learn. I additionally decided to focus on two particular children, Lucy and Amy (not children's real names), who were frequently exhibiting disruptive and distracting behaviors.

In going through the performance profile, my mentor and I initially discussed establishing group time rules that are establish and consistently communicated to students. She helped me to understand the importance of setting clear expectations for appropriate group time behavior. Therefore, I adopted a simple set of readiness behaviors: eyes looking, ears listening, body still, voices off and hands in your bucket (hands in lap). With my mentor we discussed modeling and practicing these behaviors and then reviewing them each circle time. I headed her suggestions and we spent much time as a class talking about what each of these behaviors looked like and practicing sitting ready on the carpet. I additionally posted these rules with visuals in our whole group space. I then took pictures of various children demonstrating these behaviors, targeted Lucy and Amy in these pictures, and largely posted them as reminders for the class. After continual modeling and practice, including body gestures for each behavior, the class as a whole began to demonstrate more appropriate group time behaviors. I was now seeing first hand the importance of using common language and being consistent in setting behavioral expectations. Most children displayed their understanding of these terms through appropriate participation in the whole group setting and modeling each carpet time rule: eyes looking, ears listening, body still, voices off and hands in your bucket (hands in lap) with appropriate body gesture.

After utilizing these preliminary strategies my mentor and I had discussed I was still very concerned about the behaviors of the two specific children Lucy and Amy, previously mentioned. Together with my mentor we decided to begin collecting and charting student behavior. My mentor introduced me to the Direct Behavioral Rating System and I was able to learn about and to develop preliminary data on these two specific students in regard to their percentage of disruptions, compliance and academic engagement at this specific time. With both children the data revealed

high levels of disruption (between 50-70%) and consequently low levels of academic engagement and compliance (between 30-50%).

With the help of our school social worker and educational manager, I took a greater in-depth look at both Lucy and Amy's behavior and through data tracking and observations I am now more aware of the causes of their behavior. Lucy's behavior stemmed more from immaturity, low levels of compliance and needing continuous reinforcement, while Amy's behavior is more attention seeking and disruptive, often little power struggles. Through this process I learned how important it was to take a look at each behavior differently and that identifying their cause aids in developing solutions or in this case behavioral plans for both Lucy and Amy. I additionally learned that understanding what motivates each child is equally as important. With Lucy I understood that continual reinforcement helped keep her on track and our school social worker helped me to see and understand how Amy really enjoys going outside. She showed me how during an observation, when prompted to demonstrate appropriate behavior in order to be able to line up to go outside child was compliant signaling her ability and motivation. Using all of this gathered information, appropriate behavioral plans were devised and implemented for each of these children. Each of these behavioral systems offered consistency in behavioral expectations and appropriate consequences.

Amy was now using a behavioral ticket system. She would start with 5 tickets displayed in the circle time area. Each time her behavior was inappropriate and disruptive a ticket would be removed. If no more tickets were remaining at the conclusion of group time the child's consequence was that she could not go outside with the rest of the class until an appropriate time-out was taken.

I prepared the necessary cards and the next day both explained the ticket system and began using this behavioral plan with Amy. I continued to collect data in regard to her academic engagement and level of disruption in the whole group setting. The impact on this student's learning greatly soared and the ticket system was proving effective. I noted the implementation of the behavioral plan and continued to collect data in regard to student disruption and academic engagement. Within the first three days of implementing the plan the child's academic engagement improved to 80% of the whole group time and level of disruption decreased to 20% of the time. The improvement in the behavior of this child allowed for an increase in instruction time for the group at large.

Lucy's behavioral plan was much different. In evaluating her behavior and analyzing the previously collected data it was understood that we needed to work on compliance with Lucy. It was also understood that she responded very well to praise and positive reinforcement. The social worker and I developed Lucy's plan based on the 1,2,3 Magic model, which offers three chances for the child to comply or the consequence is a 3 minute time out. She helped me tweak the existing plan to better meet Lucy's needs by incorporating positive reinforcement and praise. Our school social worker additionally helped me better understand using a time out in the classroom, including the use of a timer, and what to do when the child was not complying with the time out. I was also introduced to the book 1,2,3 Magic - Effective Discipline for Children 2-12 and was able to consult this resource for additional information and support.

While Lucy's behavioral plan was not as quick in working, in the second week of its implementation her level of compliance soared to 80% with level of academic engagement also hovering around 80% and level of disruption decreasing to

between 10 and 20% of our whole group instruction time. The consistency with this behavioral module certainly worked for Lucy and met her individual needs very well.

In the development of both of these behavioral plans, the knowledge I gained through the process is immeasurable. I now understand the importance of collecting data to track progress and using observations to target both causes of the behaviors and motivating factors for the specific child. Using this knowledge, plans can be individualized for the specific child ultimately causing a greater success than having a generic plan that does not meet the needs of the child. As a new teacher to the district this also gave me a greater understanding of the resources available to help develop behavioral plans, collect data, and bounce ideas off of.

In attempting to gain additional information and expand my learning I also observed the whole group time of two veteran teachers within the school. In observing them I hoped to gain additional ideas to improve academic engagement in my own classroom. I learned many new tricks from my colleagues including attention grabbing fingerplays and movement activities that helped get children ready for group time. I have now adopted a couple different activities and now use them each day to set the stage for learning as well as providing consistency and routine during my group time.

In my observations I also made note of how one teacher adjusted the volume of her voice to regulate student behavior and attention. When her students were getting a bit rowdy, instead of increasing her volume and talking over the children in attempt to gain their attention, the teacher I observed instead talked very softly in attempt to regain student attention. Her students settled down and within seconds she was able to resume teaching. Watching her success made me think about my own

practices and my volume. I have become much more conscious about my voice volume and to gain student attention now often whisper. I have noticed how much easier it is lowering my voice then increasing my volume to gain student attention and engagement.

At the beginning of this module my goal was to establish appropriate standards of behavior and a productive learning environment for all students by limiting behavior incidents that interfere with instruction or other's opportunity to learn. Specifically I was focusing on having two students increase their academic engagement in the whole group setting, while decreasing disruptive behaviors. At the conclusion of this module, I have gained an abundance of knowledge that will aide and be utilized in my future teaching. I have continued to collect data using the Direct Behavioral Rating Scale and have been introduced to a variety of other data collecting ____ that I plan to use regularly within my classroom. I now know how to effectively analyze and use child data to create individualized behavior plans. This skill has already deemed itself very useful and as needs arise I anticipate developing additional behavioral plans. With the greater understanding that I now have I additionally feel confident in being able to tweak existing behavioral plans ...